R E P O R T R E S U M E S

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THEY CAME TO DELTA COLLEGE.

BY- FITCH, NAOMI

SAN JOAQUIN DELTA COLL., STOCKTON, CALIF.

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CUMMULATIVE GRADE POINT AVERAGES OF 3,455 STUDENTS (FALL 1965) ARE COMPARED WITH OCCUPATIONAL GOALS, AND VERBAL AND QUANTITATIVE ABILITY STANINES. IN THE VARIOUS CATEGORIES (AGRICULTURE, BUSINESS, ENGINEERING, HEALTH), TERMINAL STUDENTS ARE REPRESENTED SEPARATE FROM TRANSFER STUDENTS. FREQUENCY DISTRIBUTIONS ARE ALSO INCLUDED FOR HIGH SCHOOL ORIGIN, SEX, WITHDRAWALS, AND STANINES. STUDENTS WHO EARN UNSATISFACTORY GRADES MAY BE FOUND AT ALL LEVELS OF THE SCHOLASTIC APTITUDE SCALE. SIXTY-FIVE PERCENT OF THE STUDENTS WHO WITHDREW IN THEIR FIRST SEMESTER HAD STANINES OF FIVE OR ABOVE ON THE VERBAL SECTION OF THE ENTRANCE EXAMINATION. WOMEN EARN A 10 PERCENT HIGHER GRADE POINT AVERAGE THAN MEN. ALSO INCLUDED IN THIS REPORT IS A SUMMARY OF A QUESTIONNAIRE SENT TO 1,600 FRESHMEN INQUIRING ABOUT THEIR JUNIOR COLLEGE EXPERIENCES. (WO)

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FALL 1965

They Came to Delta College

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 08 1966

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JC 660 172

THEY CAME TO DELTA COLLEGE

prepared by

MRS. NAOMI FITCH
Director of Occupational Services

Submitted to:
Dr. Burke W. Bradley,
Superintendent-President

Mr. Joseph L. Blanchard,
Assistant Superintendent-Vice President

Reference for:

Administrators
Faculty Senate
Instructors
Counselors

INTRODUCTION

The success of San Joaquin Delta College can be measured best by the success of the young men and women who enter the College and progress through its many programs. From the day the student enters the College until after he gains employment or transfers to another institution the faculty seeks to determine how effectively it is meeting the needs of those it serves.

The results of the College's efforts toward meeting the aspirations and objectives of the students may be measured in part by this report which has been prepared with the aid of the IBM 1620 Computer.

The tables on pages 1 to 13 show the relationships of the cumulative grade point averages earned by the students and the following criteria: stanines, English placement, high school of origin, occupational goal, semester in college, and sex. An analysis of the students who withdrew during the fall semester 1965-66 may be found on pages 12 to 26. The tabulated results of the freshman questionnaire for fall 1965 are presented on pages 27 to 75.

It is hoped that this follow-up research will provide suggestions for the improvement of course content and information for studying the reasonableness of grading practices. As a two-year institution Delta College is especially sensitive to the technological changes necessary to meet the needs of business and industry and at once satisfy the requirements of students with a broad range of interests, aspirations, and abilities.

ACKNOWLEDGEMENTS

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The study was conducted under the direction of Mrs. Naomi Fitch, Project Director. The full resources of the Student Personnel Department under the direction of Mr. Max Barber, Dean of Students; and the staff of the Registrar's Office, under the direction of Miss Helen Growe, helped immeasurably in supplying information for the study.

Mr. Wesley Steyer and Mr. James Shannon served as consultants for computer programming. Mrs. Margaret O'Connell provided the basic data used in the computer studies.

Research assistants included: Mrs. Barbara Baber, and Mr. David Shapiro.

PREFACE

IMPLICATIONS FOR ACTION AND FURTHER STUDY

Do students generally earn better grades in one major than in another? An effort to answer this question was made in the spring semester, 1966, by studying the cumulative grade point averages of 3,466 students at Delta College and by comparing these averages with the occupational goals of the students. The grade point averages included the grades for all subjects attempted by the students. Tabulated results of this study are shown on pages 1-5 of this report.

Two factors account in part for the apparent differences in grade point averages from one major to another -- the aptitudes of the students selecting the various majors and the number of students enrolled in each field. When a student changes his occupational goal any grade point deficiency from his former major is carried forward on his record, often placing him in "double jeopardy" for the poor grades earned in a major not suited to his abilities. A state-wide study of the policy of cumulating grade point averages and the effects of this policy on hundreds of students who enter transfer courses and later drop back to terminal courses after accumulating a grade point deficiency which cannot be overcome with average grades in a new major. Hundreds of students throughout California are dismissed each year not because they are doing unsatisfactory work in their present majors but because of the deficiencies earned in former majors which have not been balanced by "A's" and "B's" in their new majors. A student who earns "C's" in a new major should not be subject to dismissal for his previous record because "C's" do not balance lower grades in computing grade point averages.

HIGH SCHOOL OF ORIGIN

Pages 6-8 show the performance of students by high school of origin. It appears from this study that students with a great distance to travel, requiring several hours of commuting each day, tend to earn lower grades than those who commute shorter distances. The number of students involved and the abilities of the students who come from the remote areas would be rival hypotheses to the assumption that there is a relationship between grades earned and distance from the college when this distance exceeds thirty miles.

In order to serve the students in the Sonora area, Modesto has purchased a site on a lake near Columbia. Plans are now underway for a satellite experimental college there. Perhaps Delta College could investigate the desirability of developing a site in Calaveras County in conjunction with the forestry program to serve the students in the mountain area. An alternate plan to this would be provision for dormitories to serve these students.

STANINES AND ACHIEVEMENTS

Verbal

The table presented on page 9 shows the verbal scores recorded for 3,455 students enrolled at Delta College in the fall semester of 1965. These scores are reported in nine stanines; each unit represents one-half a standard deviation; and the mean score is represented by 5. The table reveals that approximately 30 percent of the students ranking in the top three stanines on the verbal section of the SCAT entrance placement test earned unsatisfactory grades.

Further study of this academically talented group is needed to determine how many of these students persisted to the second semester; how many fell by the wayside; and how many were able to improve their unsatisfactory record in the spring semester. The table on page 9 also shows that approximately 40 percent of the students ranking in the middle range earned unsatisfactory grades. From 44-59 percent of the students ranking below mean score 5 on the same test earned unsatisfactory grades.

MEETING THE NEEDS OF THE STUDENTS

How effectively is the college meeting the needs of the students? Table 9 shows that many Delta College students at all levels of the scholastic aptitude scale earn unsatisfactory grades. Fifty percent of the students included in this table were freshmen. The transfer shock resulting from the transition from high school to college may account for some of the unsatisfactory grades.

ACTION NEEDED

A study of the successful students ranking in the lower stanines 1, 2, 3 and 4 may provide patterns for the 50 to 60 percent of the students who fail in this verbal aptitude range. Likewise, a study of the successful students in the high range 7-9 may furnish information which may help this group to higher levels of achievement.

QUANTITATIVE SCORES

The table on page 10 shows the relationship of fall semester grades in 1965-66 to the scores on the quantitative portion of the SCAT entrance placement test given to all freshmen. Approximately 30 percent of the students in the top three stanines on the quantitative test earned unsatisfactory grades.

A comparison study of student characteristics of the achieving and non-achieving students earning high scores on the quantitative portion of the SCAT placement test may help to work out programs which would help the academically talented students who do unsatisfactory work. Similar studies in the other stanine ranges may help to locate and save the potential dropouts.

ENGLISH PLACEMENT STUDY

The English Placement Study on page 11 shows that 44 percent of the students with low English placement scores do unsatisfactory work at Delta College. Studies similar to those suggested in the previous paragraphs could be made using the data presented in the English Placement Study.

GRADE POINT AVERAGE AND SEMESTER IN COLLEGE

Forty-five percent of the first semester freshmen in the fall 1965 earned unsatisfactory grades. (See table on page 12.) Only 27 to 32 percent of the sophomores earned less than a "C" average.

SEX AND THE GRADE POINT AVERAGE

Women students earn grades 10 percent higher than the men students. This differential may be explained in part by the larger number of men students enrolled; the hours worked by the men students and the nature of the courses attempted by the two groups; or by a basic difference in academic ability.

WITHDRAWALS

In the fall semester, there were 614 students who formally withdrew during the semester. The reasons for withdrawal have been tabulated on page 14. The withdrawal study shows the majors of the students who withdrew and the following information: occupational goal, high school of origin and stanines. Sixty-five percent of the students who withdrew in their first semester had verbal stanines in the mean range (5) or above. The comments recorded on pages 21-26 were made by the students who withdrew.

STUDENT SURVEY

In the fall semester, 1965, approximately 1,600 freshmen replied to the questions listed with the responses on pages 27 to 52. This study summarizes the characteristics of the freshman class of 1965, including information on the socio-economic backgrounds of the students, their objectives, aspirations and reactions to the college program. The reader's attention is directed to the following questions:

REASONS FOR ATTENDING JUNIOR COLLEGE?

Question 15, page 36, which relates to the reasons why the students chose to attend a junior college. Low cost and closeness to home were marked as important reasons for this choice.

WHEN DO STUDENTS DECIDE ON AN OCCUPATIONAL GOAL?

Question 27, page 40, indicates that 84 percent of the students decided on their life work before coming to Delta College. Over 50 percent made this decision in early high school or elementary school.

In the past, Delta College has supplied information about occupational training programs to seniors in the service area. If the students make decisions relating to occupational choice in the early years of high school, the college should provide the junior high schools with information regarding the occupational training programs at Delta College. This information would be available to the students at the time important decisions relating to their life work are made.

GRADES AND THE WORKING STUDENT

Question 28, page 41 shows that 55 percent of the students work from 6-30 hours a week. A comparison of the grades earned by the workers and non-workers may be found on page 76 of this report.

MAJOR SOURCES OF INCOME

From the table on page 42, it will be observed that support from parents and income from part-time work provide Delta College students with their major sources of income to meet college expenses. In question 31, page 43, twelve percent of the students indicated that they may have to drop college temporarily for financial reasons.

THE STUDENTS RATE THE COLLEGE

Forty-seven percent of the students rated Delta College as a very good college in Question 33, page 43; 47 percent rated Delta as only a fairly good college; however, only 5 percent of the students felt that Delta College was a rather poor college. An examination of the characteristics of the students, including major, academic ability and achievement and a comparison of these characteristics with the ratings of the college by the students may indicate the areas in which Delta College is meeting the needs of the students and the areas in which the college is failing in this regard.

FRIENDLY ASSISTANCE

Eighty percent of the students indicated in answering Question 34, page 44, that there was no one on the campus they felt particularly responsible to or who felt particularly responsible for them. Forty-four percent of the students stated they did not know a single faculty member well enough to talk to about matters unrelated to course work. In question 52, page 52, 40 percent of the students indicated that the impersonal attitude of the faculty was a problem. A study to determine a way to improve the college atmosphere so the students would feel a spirit of friendly assistance may help the potential dropout.

ART EXHIBITS

In responding to Question 41, page 46, the freshmen indicated an interest in art exhibits more than in any other campus-wide activity. In the Art Gallery at Modesto Junior College, traveling exhibits are arranged with other state and junior colleges. Because of the interest expressed in art exhibits, perhaps Delta College could work out some reciprocal art shows with other colleges.

MAIN PURPOSE OF A COLLEGE EDUCATION

College students have different ideas about the main purposes of a college education. Seventy-three percent of the freshmen in 1965 indicated they felt that the main purpose of a college education was to provide vocational training and to develop skills applicable to a career. This response is shown in Question 43, page 47.

OBJECTIVES OF THE STUDENTS

In answering the question, "How certain are you about returning to college next year?", approximately 80 percent of the students indicated they almost certainly would return. Another 13 percent stated they probably would return. Only 7 percent indicated they were uncertain about returning. Past experience has shown that only one-third of the students continue at Delta College in the fourteenth year. What more can the college do to help the students attain their objectives and aspirations. In question 51, page 51, all but 16 percent of the students indicated that they would eventually graduate from Delta College. The follow-up study of the class of 1961 shows that only 15 percent graduate on time in four semesters and approximately 5 percent at a later date.

PROBLEMS MOST OFTEN ENCOUNTERED BY STUDENTS

All but 13 percent of the freshmen felt that inadequate study habits for college work (note-taking, reading speed and writing term papers) were a problem. Thirty-eight percent felt that lack of proper study skills was a serious problem. Time spent in the various subject areas suggesting efficient methods of studying each subject may help more students to reach their academic objectives at Delta College.

OPEN-ENDED QUESTION

The responses to the following question may be found on pages 54-75 of this report: "Comment here on your opinion of San Joaquin Delta College. Include comments on course offerings, counseling, student activities and various procedures."

OCCUPATIONAL GOAL

SAN JOAQUIN DELTA COLLEGE

*S - Students
**P - Percent

GRADE POINT AVERAGES
BY
OCCUPATIONAL GOAL
FALL 1965

VOCATIONAL GOAL		Cumulative GPA 0 - .49	.50 - .99	1.00 - 1.49	1.50 - 1.99	Percent Below "C"	2.00 - 2.49	2.50 - 2.99	3.00 - 3.49	3.50 - 4.00	Percent Above "C"	TOTAL
AGRICULTURE												
Transfer	S*	4	5	4	16	29	17	10	3	1	31	60
	P**	7	8	7	27	49%	28	17	4	2	51%	
Occupation-Centered	S	1	3	4	13	21	16	4	3	1	24	45
	P	2	7	9	28	46%	36	9	7	2	54%	
BUSINESS:												
Transfer	S	21	8	37	3	69	17	70	33	3	123	192
	P	11	4	19	2	36%	9	36	17	2	64%	
Occupation-Centered	S	54	18	40	15	127	45	93	51	11	200	327
	P	17	6	12	5	40%	14	28	16	2	60%	
ENGINEERING:												
Transfer	S	14	9	28	69	120	67	37	16	0	120	240
	P	6	4	11	29	50%	28	15	7	-	50%	
Occupation-Centered	S	11	8	7	20	46	33	19	8	1	61	107
	P	10	7	7	19	43%	31	18	7	1	57%	
HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY:												
Health & Safety	S	0	0	1	0	1	0	0	0	0	0	1
	P	-	-	100	-	100%	-	-	-	-	0%	
Physical Education	S	8	2	7	24	41	31	11	7	4	53	94
	P	8	2	7	26	43%	33	12	7	4	56%	
Recreation Leadership	S	0	0	0	0	0	2	1	0	0	3	3
	P	-	-	-	-	-%	67	33	-	-	100%	
(HEALTH SERVICES)												
Nursing, Trans. Prog.	S	1	1	2	13	17	8	11	9	1	29	46
	P	2	2	4	28	36%	17	24	20	2	63%	

San Joaquin Delta College
GPA - Occupational Goal (continued) Fall 1965

VOCATIONAL GOAL		Cumulative GPA .0-.49	.50-.99	1.00-1.49	1.50-1.99	Percent Below "C"	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	Percent Above "C"	TOTAL
Nursing (AA Degree)	S*	7	1	7	16	31	31	41	15	5	92	123
	P**	6	1	6	13	26%	25	33	12	4	74%	
Nursing, Vocational	S	11	1	4	23	39	21	13	15	1	50	89
	P	12	1	4	26	43%	24	15	17	1	57%	
Dental Assisting	S	2	0	2	2	6	2	0	1	0	3	9
	P	22	-	22	22	66%	22	-	11	-	33%	
Medical Lab Tech.	S	1	-	-	1	2	6	5	2	0	13	15
	P	7	-	-	7	14%	40	33	13	-	86%	
Medical Assisting	S	0	0	3	0	3	2	1	0	0	3	6
	P	-	-	50	-	50%	33	17	-	-	50%	
X-ray Technician	S	0	0	0	0	0	1	0	0	0	1	1
	P	-	-	-	-	-%	100	-	-	-	100%	
LIBERAL, FINE ARTS, AND HUMANITIES:												
Liberal Arts, Transfer Program	S	18	6	12	51	87	66	65	32	16	179	266
	P	7	2	5	19	33%	25	24	12	6	67%	
Liberal Arts, Two years or less	S	1	0	2	6	9	7	5	3	2	17	26
	P	4	-	8	23	35%	26	19	12	8	65%	
Art	S	4	3	8	22	37	38	25	5	3	71	108
	P	4	3	7	20	34%	35	23	5	3	66%	
English, Literature	S	6	1	7	14	28	25	30	18	5	78	106
	P	6	1	7	13	27%	23	28	17	5	73%	
Journalism	S	2	1	1	5	9	11	4	1	1	17	26
	P	8	4	4	19	35%	42	15	4	4	65%	
Speech, Drama Radio, TV Production	S	1	1	4	3	9	16	11	4	2	33	42
	P	2	2	10	7	21%	38	26	10	5	79%	
Spanish	S	0	0	0	2	2	4	3	2	0	9	11
	P	-	-	-	18	18%	36	28	18	-	82%	
French	S	0	0	0	1	1	0	1	1	1	3	4
	P	-	-	-	25	25%	-	25	25	25	75%	

San Joaquin Delta College

GPA - Occupational Goal (continued)

Fall 1965

*S - Student

**P-Percent

VOCATIONAL GOAL		Cumulative GPA										
		.0-.49	.50-.99	1.00-1.49	1.50-1.99	Percent Below "C"	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	Percent Above "C"	TOTAL
German	S*	1	0	0	0	1	3	1	0	1	5	6
	P**	17	-	-	-	17%	50	17	-	17	83%	
Other	S	0	0	0	2	2	1	3	0	1	5	7
	P	-	-	-	29	29%	14	43	-	14	71%	
Home Economics	S	7	1	0	12	20	15	9	7	4	35	55
	P	13	2	-	22	37%	27	16	13	7	63%	
Philosophy	S	0	0	0	0	0	0	0	1	0	1	1
	P	-	-	-	-	0%	-	-	100	-	100%	
Music	S	9	1	3	11	24	13	11	11	0	35	59
	P	15	1	5	19	41%	22	19	19	-	60%	
NATURAL SCIENCE AND MATHEMATICS:												
Life Sciences	S	6	2	0	12	20	23	15	4	3	45	65
	P	9	3	-	18	30%	35	23	6	5	69%	
Mathematics	S	5	2	2	10	19	15	8	7	1	31	50
	P	10	4	4	20	38%	30	16	14	2	62%	
Physical Sciences	S	2	0	4	7	13	10	2	7	1	20	33
	P	6	-	12	21	39%	30	6	21	3	61%	
Earth Science	S	0	0	0	3	3	0	2	0	1	3	6
	P	-	-	-	50	50%	-	33	-	17	50%	
Pre-architecture	S	2	0	1	5	8	4	1	1	0	6	14
	P	14	-	7	36	57%	29	7	7	-	43%	
Pre-dentistry	S	3	0	0	7	10	6	11	4	0	21	31
	P	10	-	-	23	33%	19	35	13	-	67%	
Pre-forestry	S	7	2	4	11	24	14	6	2	0	22	46
	P	15	4	9	24	52%	30	13	4	-	47%	
Pre-medicine	S	3	1	1	11	16	9	6	5	2	22	38
	P	8	3	3	29	43%	24	15	13	5	57%	
Pre-optometry	S	0	0	0	0	0	1	2	1	1	5	5
	P	-	-	-	-	0%	20	40	20	20	100%	
Pre-pharmacy	S	2	1	2	8	13	19	12	3	2	36	49
	P	4	2	4	16	26%	39	24	6	4	73%	

San Joaquin Delta College
GPA - Occupational Goal (continued)

Fall 1965

*S - Students
**P-Percent

VOCATIONAL GOAL		Cumulative GPA										
		0 - .49	.50-.99	1.00 - 1.49	1.50 - 1.99	Percent Below "C"	2.00 - 2.49	2.50 - 2.99	3.00 - 3.49	3.50 - 4.00	Percent Above "C"	TOTAL
SOCIAL SCIENCES:												
Anthropology	S*	0	0	0	1	1	1	1	2	0	4	5
	P**	-	-	-	20	20%	20	20	40	-	80%	
Economics	S	1	1	1	1	4	4	4	3	3	14	18
	P	6	6	6	6	24%	22	22	16	16	76%	
Geography	S	0	0	0	0	0	1	0	0	0	1	1
	P	-	-	-	-	0%	100	-	-	-	100%	
History, Political Science		6	6	8	23	43	36	27	18	10	91	134
	P	5	5	6	17	33%	27	20	13	7	67%	
Psychology	S	6	0	0	15	21	18	12	9	1	40	61
	P	10	-	-	25	35%	29	19	15	2	65%	
Sociology	S	8	3	13	37	61	62	28	24	7	121	182
	P	4	2	7	20	33%	34	15	13	4	66%	
Pre-legal	S	3	2	2	11	18	11	10	5	3	29	47
	P	6	4	4	23	37%	24	21	11	6	62%	
Pre-theology	S	0	0	0	0	0	1	0	0	1	2	2
	P	-	-	-	-	0%	50	-	-	50	100%	
TRADE AND TECHNICAL OCCUPATIONAL TRAINING:												
Trade and technical	S	33	2	24	56	115	92	60	24	4	180	295
	P	11	1	8	19	39 %	31	20	8	1	60%	
Public & Personal services - Occupational Training	S	2	0	1	5	8	4	2	0	1	7	15
	P	13	-	7	33	53%	27	13	-	7	47%	
Cosmetology	S	1	0	0	1	2	0	0	0	0	0	2
	P	50	-	-	50	100%	-	-	-	-	-	
Fire Science	S	0	0	0	1	1	0	0	0	0	0	1
	P	-	-	-	100	100%	-	-	-	-	0%	
Library Assisting	S	0	0	0	0	0	1	0	0	0	1	1
	P	-	-	-	-	0%	100	-	-	-	100%	
Police Science	S	12	2	11	12	37	23	10	4	2	39	76
	P	16	3	14	16	49%	30	13	5	3	51%	

San Joaquin Delta College

GPA - Occupational Goal (continued) — Fall 1965

*S - Students
**P - Percent

VOCATIONAL GOAL		Cumulative GPA: .0 - .49	.50 - .99	1.00 - 1.49	1.50 - 1.99	Percent Below "C"	2.00 - 2.49	2.50 - 2.99	3.00 - 3.49	3.50 - 4.00	Percent Above "C"	TOTAL
OTHERS, NOT OTHERWISE CLASSIFIED:												
Day Part-time Students, Undeclared Majors	S*	28	6	16	36	86	49	27	17	10	103	189
	P**	15	4	8	19	46%	26	14	9	5	54%	
Others	S	2	0	1	2	5	7	3	1	1	12	17
	P	12	-	6	12	30%	41	17	6	6	70%	
None Listed	S	1	0	1	1	3	3	0	2	0	5	8
	P	12	-	12	12	36%	39	-	25	-	64%	
										TOTAL		3466*

* Excludes 614 Withdrawals

Prepared by: Office of Research - May 1966

Mrs. Naomi Fitch, Projector Director
Mrs. Barbara Baber, Research Assistant
Mr. David Shapiro, Computer Programmer

HIGH SCHOOL OF ORIGIN

CUMULATIVE GRADE POINT AVERAGE - HIGH SCHOOL OF ORIGIN STUDY FALL 1965

HIGH SCHOOL		Cumulative GPA .0 - .49	.50 - .99	1.00 - 1.49	1.50 - 1.99	Percent Below "C"	2.00 - 2.49	2.50 - 2.99	3.00 - 3.49	3.50 - 4.00	Percent Above "C"	TOTAL
Amador	S*	0	1	1	3	5	3	1	0	0	4	9
	P**	-	11	11	33	55%	33	1	-	-	44%	
Bret Harte	S	1	1	1	5	8	3	0	1	0	4	12
	P	8	8	8	42	66%	25	-	8	-	33%	
Calaveras	S	3	0	5	9	17	7	1	3	0	11	28
	P	11	-	18	32	61%	25	3	11	-	39%	
Edison	S	34	10	26	80	150	106	45	34	4	189	339
	P	10	3	7	24	44%	31	13	10	1	55%	
Escalon	S	3	1	2	9	15	11	10	4	1	26	41
	P	7	2	5	22	36%	27	24	10	2	63%	
Franklin	S	33	3	36	61	133	83	41	19	2	145	278
	P	12	1	12	21	46%	30	14	7	3	54%	
Galt	S	5	5	5	9	24	19	13	8	0	40	64
	P	8	8	8	14	38%	30	20	12	0	62%	
Ione	S	0	1	1	1	3	3	7	0	1	11	14
	P	-	7	7	7	21%	21	50	-	7	78%	
Jackson	S	3	0	5	5	13	4	5	2	0	11	24
	P	13	-	21	21	55%	16	21	8	-	45%	
Lincoln	S	22	7	10	57	96	66	51	19	5	141	237
	P	9	3	4	24	40%	28	21	8	2	59%	
Linden	S	9	6	7	18	40	27	17	5	4	53	93
	P	10	6	8	19	43%	29	18	5	4	56%	

S - Students
P - Percent

High School		Cumulative GPA .0-.49	.50-.99	1.00-1.49	1.50-1.99	Percent Below "C"	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	Percent Above "C"	TOTAL
Livermore	S*	1	0	0	0	1	0	1	0	0	1	2
	P**	50	-	-	-	50%	-	50	-	-	50%	
Lodi	S	34	10	24	132	200	175	120	62	16	373	573
	P	6	2	4	23	35%	30	21	11	3	65%	
Lodi Academy	S	0	1	0	3	4	5	1	1	0	7	11
	P	-	9	-	27	36%	45	9	9	-	63%	
Manteca	S	27	7	16	50	100	81	57	28	4	170	270
	P	10	3	6	19	38%	30	21	10	1	62%	
Oakdale	S	0	0	0	1	1	0	1	0	0	1	2
	P	-	-	-	50	50%	-	50	-	-	50%	
Other in California	S	20	4	11	37	72	58	60	29	14	161	233
	P	9	2	5	16	32%	25	25	12	6	68%	
Out of the State	S	14	3	6	34	57	40	28	19	21	108	165
	P	8	2	4	21	35%	24	17	11	13	65%	
Out of the Country	S	5	1	3	18	27	24	28	17	7	76	103
	P	5	.09	3	17	25.09	23	27	17	7	74%	
Rio Vista	S	4	1	5	8	18	12	12	6	1	31	49
	P	8	2	10	16	35%	25	25	12	2	65%	
Ripon	S	0	0	0	0	0	1	1	0	0	2	2
	P	-	-	-	-	-	50	50	-	-	100%	
Ripon Christian H.S.	S	0	0	0	0	0	0	1	0	0	1	1
	P	-	-	-	-	-	-	100	-	-	100%	
Schneider Vocational	S	2	0	2	3	7	4	2	1	0	7	14
	P	14	-	14	21	49%	29	14	7	-	50%	

S - Students
P - Percent

High School		Cumulative GPA .0 - .49	.50 - .99	1.00 - 1.49	1.50 - 1.99	Percent Below "C"	2.00 - 2.49	2.50 - 2.99	3.00 - 3.49	3.50 - 4.00	Percent Above "C"	TOTAL
Sonora Union	S *	0	0	1	1	2	3	2	1	1	7	9
	P**	-	-	11	11	22 %	33	22	11	11	77 %	
Stagg	S	65	25	70	186	346	247	141	68	23	479	825
	P	8	3	8	23	42%	30	17	8	3	58%	
St. Mary's	S	7	8	14	41	70	57	31	16	4	108	178
	P	4	5	8	23	40%	32	17	9	2	60%	
Stockton High School	S	3	1	1	2	7	9	4	8	4	25	32
	P	9	3	3	6	21%	28	13	25	13	79%	
Stockton College	S	1	0	3	2	6	3	8	6	1	18	24
	P	4	-	13	8	25%	13	33	25	4	75%	
Stockton College Adult	S	3	0	2	3	8	5	11	9	2	27	35
	P	9	-	6	9	24	14	31	25	6	76%	
Tracy	S	15	2	18	34	69	48	33	17	3	101	170
	P	9	1	11	20	41%	28	19	10	2	59%	
No High School Listed	S	4	1	1	4	10	7	2	8	0	17	27
	P	15	4	4	15	37%	26	7	30	-	63%	

TOTAL 3864 *

Prepared by: Office of Research - May 1966
Mrs. Naomi Fitch, Projector Director
Mrs. Barbara Baber, Research Assistant
Mr. David Shapiro, Computer Programmer

*Includes students who withdrew but had earned a cumulative grade point average in some previcus semester.

STANINES

SAN JOAQUIN DELTA COLLEGE

GRADE POINT AVERAGE -STANINE STUDY

Each unit represents one-half a standard deviation; mean score is represented by 5.

***0-No Stanine Recorded

FALL - 1965

STANINE "A"

(Verbal)

*N-Number

**P-Percentage

STANINES		Cumulative GPA .0-.49	.50-.99	1.00-1.49	1.50-1.99	Percent Below "C"	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	Percent Above "C"	TOTAL
0***	N*	39	11	36	145	231	127	127	85	38	427	658
	P**	6	2	5	22	35%	27	19	13	6	65%	
1	N	19	6	24	25	74	31	13	6	2	52	126
	P	14	5	19	20	59%	25	10	5	2	42%	
2	N	16	10	16	41	83	49	21	5	0	75	158
	P	10	6	10	26	52%	32	13	3	0	47%	
3	N	24	13	29	70	136	71	31	19	1	122	258
	P	9	5	11	27	52%	27	11	7	3	48%	
4	N	27	12	36	99	174	123	69	24	3	219	393
	P	7	3	9	25	44%	31	18	6	1	56%	
5	N	71	21	46	160	298	222	120	45	7	394	692
	P	10	3	7	23	43%	32	17	7	1	57%	
6	N	68	17	45	133	263	201	151	68	14	434	697
	P	10	2	6	19	37%	29	22	10	2	63%	
7	N	28	6	26	86	146	145	110	67	20	342	488
	P	6	1	5	18	30%	30	22	14	4	71%	
8	N	21	2	14	39	76	63	67	49	15	194	270
	P	8	1	5	14	28%	23	25	18	6	72%	
9	N	8	2	6	25	41	30	30	23	18	101	142
	P	6	1	4	18	29%	21	21	16	13	71%	
TOTAL		321	100	278	823	1522	1112	739	391	118	2360	3882
PERCENTAGE		8.26	2.57	7.16	21.20	39.19	28.64	19.03	10.07	3.03	60.77	100%

SAN JOAQUIN DELTA COLLEGE

GRADE POINT AVERAGE - STANINE STUDY

FALL - 1965

*Each unit represents one-half a standard deviation; mean score is represented by 5

**No Stanine Recorded

STANINE "B"
(Quantitative)

N-Number
P-Percent

STANINES*	Cumulative GPA										
	.0-.49	.50-.99	1.00-1.49	1.50-1.99	Percent Below "C"	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	Percent Above "C"	TOTAL
0**	39	11	36	145	231	177	129	86	38	430	661
	6	2	5	22	35%	27	20	13	5	65%	
1	18	5	17	20	60	27	10	11	2	50	110
	16	4	15	18	53%	26	9	10	2	47%	
2	17	11	18	58	104	54	20	6	1	81	185
	9	6	10	31	56%	29	11	3	1	44%	
3	29	10	37	86	162	90	42	24	3	159	321
	9	3	12	27	51%	28	13	7	1	49%	
4	41	15	29	89	174	126	79	30	4	239	413
	10	4	6	22	42%	31	19	7	1	58%	
5	53	16	49	120	238	172	102	39	14	327	565
	9	3	9	21	42%	31	18	7	2	58%	
6	55	13	34	110	212	161	106	52	19	338	550
	10	2	6	20	38%	29	19	10	4	62%	
7	39	11	26	87	163	145	117	58	8	328	491
	8	2	5	18	33%	30	24	12	1	67%	
8	23	2	26	75	126	99	81	53	17	250	376
	6	0	7	20	33%	26	22	14	5	67%	
9	7	6	6	33	52	61	53	32	12	158	210
	3	3	3	16	25%	29	25	15	6	75%	
TOTAL	321	100	278	823	1522	1112	739	391	118	2360	3882
PERCENTAGE	8.26	2.57	7.16	21.20	39.19	28.64	19.03	10.07	3.03	100%	

ENGLISH PLACEMENT STUDY
BY
GRADE POINT AVERAGE
FALL - 1965

English Placement*	Cumulative GPA .0-.45	.50-.99	1.00-1.45	1.50-1.99	Percent Below "C"	2.00-2.45	2.50-2.99	3.00-3.45	3.50-3.99	Percent Above "C"	TOTAL
0	171 9	59 3	150 8	448 24	828 44%	530 28	300 16	160 9	49 3	1039 56%	1867
1	32 7	18 4	43 10	102 23	195 44%	130 28	85 19	31 7	7 2	253 56%	448
2	0 0	1 10	1 10	2 20	4 40%	1 10	2 20	3 30	0 0	6 60%	10
3	17 10	2 1	9 6	40 24	68 41%	55 32	33 19	11 6	4 2	103 59 %	171
4	57 8	13 2	41 6	125 18	236 34%	218 32	141 21	79 12	14 2	452 67 %	688
5	44 6	7 1	34 5	106 15	191 27%	178 26	178 26	107 15	44 6	507 73 %	698
TOTALS					1522 39.20%					2360 60.79%	3882** 100%

*0 - 74 Basic Communications (non transfer)
1 - 73 English Laboratory (preparation for 1a)
2 - 75 Reading
3 - 73-75 English Laboratory & Reading
4 - 1a-71 Written Communications & English Laboratory
5 - 1a Written Communications

**Includes students who withdrew but had earned a cumulative grade point average in some previous semester.

MISCELLANEOUS

SAN JOAQUIN DELTA COLLEGE

GRADE POINT AVERAGE STUDY
By
SEMESTER IN COLLEGE
Fall - 1965

SEMESTER	.0 -.45	.50-.99	1.00-1.45	1.50-1.99	Percent Below "C"	2.00-2.45	2.50 2.99	3.00 3.49	3.50 4.00	Percent Above "C"	TOTAL
0	33	7	26	76	142 33%	108	75	68	38	289 67%	431
1	246	66	173	344	829 45%	495	323	166	45	1029 55%	1858
2	22	22	43	178	265 43%	183	106	55	9	353 57%	618
3	9	3	27	135	174 27%	204	163	77	18	462 73%	636
4	8	2	7	86	103 32%	120	67	25	8	220 68%	323
TOTAL					1513 39%					2353 61%	3866 100%

SAN JOAQUIN DELTA COLLEGE

GRADE POINT AVERAGE STUDY
By
SEX
Fall - 1965

	.0 -.45	.50-.99	1.00-1.45	1.50-1.99	Percent Below "C"	2.00-2.45	2.50-2.99	3.00-3.49	3.50-4.00	Percent Above "C"	TOTAL
MALE	187	75	191	538	991 44%	684	386	168	40	1278 56%	2269
FEMALE	131	25	85	281	522 33%	425	348	223	78	1074 67%	1596
TOTAL - Number					1513					2352	3865
Percent					39%					61%	100%

WITHDRAWALS

WHAT WERE THE REASONS GIVEN

BY STUDENTS FOR WITHDRAWING ?

REASON	NUMBER OF STUDENTS	PERCENT
Work	206	32.6
Military	111	17.6
* Dismissals	63	10.0
Personal & (other)	77	12.2
Moved	41	6.5
Health	36	5.7
School Program	25	4.0
Marriage	24	3.8
Family Responsibilities	22	3.5
Financial	18	2.9
Transferred	6	1.0
Deceased	2	.3
TOTAL	631	100.0%
Reinstated	-17	
Total Actual Withdrawals	614	

*This includes only those students who were dismissed while the Fall Semester was in session.

WHAT WERE THE INTERESTS OF THE WITHDRAWAL GROUP ON ENTERING IN FALL 1965?

		Number	Percent
BUSINESS		177	29.5
Transfer Program	65		
Occupation-Centered Program	112		
LIBERAL, FINE ARTS, AND HUMANITIES		90	15.1
Transfer Program	28		
Two Years or less	6		
Art	13		
English, Literature	14		
Journalism	4		
Speech, Drama, Radio T.V. Production	4		
Foreign Language	3		
Home Economics	8		
Music	10		
TRADE AND TECHNICAL OCCUPATIONAL TRAINING		75	12.5
Trade & Technical-occupational-centered Curriculums not classified elsewhere	52		
Public & Personal Services - Occupational Training	4		
Cosmetology	1		
Police Science	18		
SOCIAL SCIENCES		63	10.5
Economics	2		
History, Political Science	15		
Psychology	12		
Sociology	26		
Pre-legal	6		
Pre-theology	2		

		Number	Percent
HEALTH, PHYSICAL EDUCATION, RECREATION, AND SAFETY		57	9.5
Physical Education	17		
Nursing, Transfer Program	5		
Nursing, (AA Degree)	18		
Nursing, Vocational	14		
Dental Assisting	1		
Medical Lab. Technician	1		
Medical Assisting	1		
ENGINEERING		46	7.7
Transfer Program	25		
Occupation-Centered Program	21		
NATURAL SCIENCE AND MATHEMATICS		38	6.4
Life Sciences	7		
Mathematics	3		
Physical Sciences	2		
Earth Sciences	1		
Pre-architecture	3		
Pre-dentistry	4		
Pre-forestry	9		
Pre-medicine	4		
Pre-optometry	1		
Pre-pharmacy	4		
AGRICULTURE		5	.8
TOTAL		598	100.0%
GRAND TOTAL			
TOTAL (Decided)		598	97.4
UNDECIDED		16	2.6
	Grand Total	614	100.0%

FROM WHAT HIGH SCHOOLS DID THE WITHDRAWALS OF 1965 ORIGINATE?

HIGH SCHOOL	ENTERED FALL-1965	WITHDRAWALS	PERCENTAGE
Amador	11	0	0
Bret Harte	12	2	16.6
Calaveras	29	3	10.3
Edison	370	56	14.9
Escalon Union	43	7	16.3
Franklin	296	63	21.3
Galt Union	74	13	17.6
Ione	13	2	15.4
Jackson	21	5	23.8
Lincoln	249	38	15.3
Linden	100	10	10.0
Livermore	2	1	50.0
Lodi	602	47	7.6
Lodi Academy	13	2	15.4
Manteca	282	55	19.5
Oakdale	1	1	100.0
Rio Vista Union	49	6	12.2
Schneider Vocational	16	1	6.3
Sonora	8	0	0
Stagg High	868	138	15.8
St. Mary's	191	22	11.5
Stockton High	34	3	8.8
Stockton College	26	5	19.2
Stockton College Adult Divisi on	36	10	19.2
Tracy	177	22	12.4
Others in California	253	40	15.8
Out of the State	187	31	16.6
Out of the Country	108	9	8.3
No High School Listed	37	23	62.2
TOTALS	4108	614	14.9

WITHDRAWALS
Fall 1965-1966

STANINE "A"
(Verbal)

Semester they Withdrew	STANINES												
	0	1	2	3	4	Percent Below Mean	5	6	7	8	9	Percent Above Mean	Total
0	68	2	3	-	4	21%	11	11	7	2	2	79%	42
1	10	20	18	33	27	35%	61	72	26	20	4	65%	281
2	25	2	10	6	11	41%	18	14	7	1	1	59%	70
3	12	1	1	3	5	31%	7	5	7	1	2	69%	32
4	17	2	3	3	6	39%	10	4	3	3	2	61%	36
TOTAL	132*	27	35	45	53	35%	107	106	50	27	11	65%	461**

* Test scores not recorded on name and data IBM card.
** Does not include the zero column.

WITHDRAWALS
Fall 1965-1966

STANINE "B"
Quantitative

Semester they Withdrew	STANINES												
	0	1	2	3	4	Percent Below Mean	5	6	7	8	9	Percent Above Mean	Total
0	68	2	6	4	6	43%	7	9	5	2	1	57%	42
1	10	22	23	35	40	43%	52	44	35	24	6	57%	281
2	24	2	9	6	11	39%	17	12	10	2	2	61%	71
3	12	1	3	3	3	31%	4	8	5	4	1	69%	32
4	18	1	3	4	6	40%	4	4	4	5	4	60%	35
Total	132	28	44	52	66	41%	84	77	59	37	14	59%	461

* Test scores not recorded on name and data IBM card.
** Does not include the zero column.

WITHDRAWALS
Fall 1965-1966

Semester they Withdrew	ENGLISH PLACEMENT * 0	1	2	3	4	5	Total
0	77	7	-	5	13	6	31
1	147	33	1	11	57	41	143
2	56	14	-	7	11	7	39
3	23	6	-	2	7	6	21
4	31	4	-	7	6	5	22
Total	334 57%	64 11%	1 .2%	32 5%	94 16%	65 11%	590 100%

*0 English 74 - Basic Communications (non-transfer)
1 English 73 - English Laboratory (preparation for 1a)
2 English 75 - Reading
3 English 73-75 - English Laboratory & Reading
4 English 1a-71 - Written Communications & English Laboratory
5 English 1a - Written Communications

COMMENTS

Withdrawals during fall semester 1965-1966

QUESTION: IN YOUR OPINION, WHAT DOES SAN JOAQUIN DELTA COLLEGE DO BEST FOR ITS STUDENTS?

To help make students plans go in the direction they want. As a stepping stone on eduction.
It gives them an opportunity to meet students from different places.
It gives a good education.
It's up to the student to get the best out of school.
Gives them a chance to improve themselves.

Relationships between students.
Introduces them to college work.
Prepares them for their next step in life.
It is a good academic school in helping students get prepared to enter a four-year college.
It gives them many skills in order to be able to choose a good occupation.

Gives them better education and trains them in good vocational field.
It offers a wide range of courses with an excellent teaching staff.
It provides the students with an excellent teaching staff (No kidding!)
I feel it has a lot of varied good subjects to offer, a good administration, and good facilities.
Broadens one's future education.

Brings people from different towns together, building lasting friendships.
Helps students who are not certain about their further education make up their minds on important decisions.
Learning and friendliness.
Gives them a high rating for transfer after two years.
Introduces students to college life and college environment.

It gives them an insight as to what a four-year college will be like.
Gets them ready for higher college
It helps them meet other people and make more friends.
It gives them a good idea of college education.

QUESTION: In your opinion, what does San Joaquin Delta College Do best for its students?

It bridges the gap for students going from high school to four-year colleges or universities and improves the poor high school study habits and attitudes.
Variety of learning experiences offered.
Good instructors.
By having the guest speakers in the Speech-Arts Auditorium.

Being near their homes.
Teacher-to-student relations
My counselor was understanding, helpful and willing to give his time to me.
The teachers are top quality. In the semesters which I attended almost all the teachers really tried to put out the factual information. They seemed sincere in their teachings and that is important.

Provides good instructors
It has some excellent teachers. The ones I had contact with anyway.
The counseling is good because of personal interest.
Giving all the facilities that we have as a free education, extension of the evening classes.
Good cheap college education.

Other than book cost - free education
It offers an education at a minimum of cost.
It helps broaden their minds in different fields of education and in self-discipline. By this I mean, that I've learned to be on my own when I attended San Joaquin Delta College and it helped me a lot in self-discipline and I worked well on my studies because I knew I was doing it on my own.

QUESTION: In your opinion, what does San Joaquin Delta College do best for its students?

If you plan on spending about 5 years there to get 2 years of credit, I guess it would help you a lot. If you have the time to spend!
Encouragement to higher education; non-discrimination; and very good lecture series.
Eliminates busy work-reference work available to take home.
Hide-out for draft dodgers.
I believe that the college is very helpful in finding jobs (part-time) for its students to lessen their financial difficulties.

COMMENTS

Withdrawals during fall semester 1965-1966

QUESTION: WHAT IN THE SAN JOAQUIN DELTA COLLEGE PROGRAM WAS OF GREATEST VALUE TO YOU?

The encouragement I received from all my instructors.
My geology class. It was interesting and the teacher was the best. He believed in helping each student. No matter what the problem.
A chance for a free college education.
Music

The course in salesmanship.
Nigh Program
The Shorthand classes.
Business Classes.

The counseling and preparing me for a four-year college.
Introduction to College.
The counselling was the greatest value to me.
Sociology.
Getting my AA Degree in Electrical Technology.

The business courses you offered (Machine Cal, Accounting, etc.)
The counseling program and the way everyone treated with the same rights not like you hear at other schools or states.
Counseling help from teachers and instructors.
My job (part-time) while attending school.
Body Shop.

The knowledge that even though I am long past college age, no barriers were erected; I was welcomed in classes. Contact with younger students has helped me understand my own children.
Electrical training.
By getting to go to school with more people of different races. By being able to get acquainted with many different people.
The counselors.

QUESTION: What in the San Joaquin Delta College program was of greatest value to you?

Oral interpretation and American Literature, special lectures, counseling. Willingness of teachers to talk to me as a person in a friendly way, whether agreeing or disagreeing.
The lack of counseling, now if I ever go back to school I will be more wary of my scheduling and other such procedures.
Doing lab assistant work with Mr. Duke.
My Introduction-to-College class was what I feel is the most value to me, because it helped me learn about the college, and it helped me understand fully about the courses I was taking.
Drafting.
I think the college did show me the problems of a college education. College life is much different from that of high school.

The help that is available to the students, the introductory course for college is the greatest help. It states many things that are a great help.
For me, it was the Work Experience Program.
The Library.
My counselor was most helpful and understanding at all times. He really is the only factor which makes me acutely regret not being able to return to school very soon.

The help in planning what classes to take.
Being accepted as a person by my instructor and counselor.
Playing baseball.
Sports
Ag - Welding

My opportunity to serve on the student council as president. The many people I was able to associate with and serve.
The P.E. Department was of greatest value to me.
As instructor who shows genuine interest in his students.
It proved to me secretarial work was not a particularly good field for me.
My programmed classes and the cooperation that I got from everyone when I was lost and such.

QUESTION: What in the San Joaquin Delta College program was of greatest value to you?

Physical Education - football.
Learning from good instructors.
It helped me understand how to study and prepare for my classes.
The accounting class gave me a more proper evaluation of expenditures and income for proper household budgeting.
Physical Education; Hygiene; Drama
Shorthand.
A class in supervisory training.
The great assistance I received from my counselor in straightening up my classes.

OBSERVATION

Of the one hundred twenty questionnaires returned by the students who withdrew during the fall semester of 1965-1966 it was interesting to observe that there were only two negative comments made relating to their reasons for leaving Delta College.

SAN JOAQUIN DELTA COLLEGE STUDENT SURVEY

In the fall semester of 1965 the counselors at Delta College distributed a questionnaire to the freshmen registered in the Introduction to College classes. There were 1,594 questionnaires returned representing eighty-one percent of the 1,921 members of the freshman class. The information on the following pages was obtained from the tabulations of these questionnaires.

The tables give a profile of the freshman class of 1965 and reflect the first impressions of the students after attending Delta College for eight weeks.

THE FRESHMEN ANSWERED AS FOLLOWS:

1. Are you planning to transfer to a four-year college?

	NUMBER	PERCENT
Transfer - YES	985	63
Transfer - NO	577	37

2. What type of program did you take in high school? If you changed your major during high school, check the one which you had at graduation.

General	394	25
College Preparatory	787	49
Business	243	15
Homemaking	17	1
Technical or Trade	97	6
Other	56	4
Totals	1,594	100%

3. ACADEMIC RANK IN HIGH SCHOOL

	NUMBER	PERCENT
Top ten percent	104	7
Top quarter	264	17
Top half	865	56
Bottom half	316	20
Totals	1,594	100%

4. EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOL

Student Government	227	15
Social Clubs	111	7
Athletics	60	4
Music	134	9
School Publications	65	4
Language and Lit Clubs	239	16
Public Affairs Clubs	381	25
Science and Nature Clubs	145	7
Scholarship Societies	12	1
Occupational Clubs	18	1
Other Clubs	161	11
Totals	1,553	100%

5. MARITAL STATUS

	NUMBER	PERCENT
Single	1,542	96.7
Married	41	2.6
Divorced	8	.5
Widowed	3	.2
Total	1,594	99.0%

6. How much formal education did your father and mother have? Check the highest level each attained.

	FATHER	
Some grade school	134	8.47
Finished grade school	181	11.43
Some high school	273	17.23
Finished high school	393	24.81
Technical school	87	5.49
Some college	244	15.40
Finished college	128	8.08
Graduate school	68	4.29
Don't know	76	4.80
Total	1,584	100.00

6. How much formal education did your father and mother have? Check the highest level each attained

MOTHER	NUMBER	PERCENT
Some grade school	72	4.54
Finished grade shcool	123	7.76
Some high school	260	16.41
Finished high school	574	36.23
Technical school	87	5.49
Some college	232	14.64
Finished college	123	7.76
Graduate school	43	2.71
Don't know	70	4.41
Total	1,584	99.95%

7. Please classify your father's occupation by checking the category on the following list in which it seems to fit best:

Professional, requiring grad. work	84	5.48
Professional, requiring A. B.	54	3.53
Semi-professiona. some college	127	8.30
Managerial, executive	152	9.93
Small business owner, partner	240	15.68
Sales or clerical	89	5.81
Skilled worker	421	27.50
Semi-skilled worker	162	10.58
Unskilled worker, except farmer	58	3.79
Farm owner, manager, foreman	142	9.27
Unknown or unemployed	2	.13
Total	1,531	100.00%

8. Have you fulfilled your military service requirement?

	NUMBER	PERCENT
YES	58	3.77
NO	898	58.39
Not required	582	37.84
	1,538	100.00%

9. When did you make up your mind to go to college?

After graduating from H. S.	116	7.22
While I was in military service	27	1.68
Senior Year in High School	203	12.64
Junior Year in High School	102	6.35
Early in High School	403	25.09
While in Junior High School	222	13.82
While in Elementary School	334	20.80
Don't remember	137	8.54
Other	62	3.86
Total	1,606*	100.00

*A few students checked two on this question.

10. Where would you like to have gone to college as a freshman, if several choices had been available to you? (This question was answered by 1,442 students as follows:)

COLLEGE	NUMBER
San Joaquin Delta College	243
Sacramento State College	161
San Jose State College	129
University of the Pacific	90
San Francisco State College	72
Fresno State College	62
California Polytechnic College	60
University of California, Berkeley	51
University of California, Davis	48
Chico State College	37
Humboldt State College	29
Sacramento City College	23
University of California, Los Angeles	20
University of California, Santa Barbara	20
University of San Francisco	19
University of Colorado	15
Oregon State College	15
Modesto Junior College	14
Cabrillo	13
University of Santa Clara	12
Brigham Young University	10
University of Washington	10
San Francisco City College	9
Humphreys'	9
California College of Arts and Crafts	9
University of Southern California	8
University of Hawaii	8
University of Nevada	8
Notre Dame	7
University of Arizona	7
San Diego State College	5
Other Colleges (less than five students interested)	191

11. Why did you list the particular college as your first choice in the previous item?

	NUMBER	PERCENT
Good academic reputation	119	7.49
Campus atmosphere, social life	87	5.48
Parents or relatives went there	185	11.65
Church affiliation	288	18.14
Special program of courses	36	2.27
Better job possible after graduation	560	35.26
Friends planning to go there	182	11.46
Size of the college	92	5.79
Low cost, close to home	9	.57
Other (Please specify:)	30	1.89
Total	1,588	100.00%

12. What one person influenced you most in your decision to attend a junior college?

High school teacher or counselor	128	8.03
High school counselor	91	5.71
Parents	551	34.57
Friend already attending the college	62	3.88
Friend planning to attend the college	40	2.51
Teacher or counselor at the J.C.	13	.82
Staff member from Delta College	3	.19
No one in particular	567	35.57
Other (Please specify:)	139	8.72
Total	1,594	100.00%

13. If you were to start over again under the same circumstances, do you think you would choose to attend a junior college?

	NUMBER	PERCENT
Definitely	625	38.96
Probably	647	40.34
Uncertain	174	10.85
Probably not	108	6.73
Definitely not	50	3.12
Total	1,604*	100.00%

*A few students marked two on this question.

14. When you first enrolled in the junior college, how certain were you about transferring to a senior college to complete your undergraduate work?

Very certain	629	39.76
Fairly certain	255	16.12
Considered this as one possibility	221	13.97
Quite uncertain	134	8.47
Did not expect to transfer	343	21.68
Total	1,582	100.00%

15. How important was each of the following reasons to you in reaching your decision to attend a junior rather than a four-year college as a freshman?

1. Of no importance at all
2. Of minor importance
3. Of some importance
4. Of considerable importance
5. The most important reason for me

PERCENTAGE	1	2	3	4	5
Low cost	7.53	8.93	25.65	28.84	29.05
Closeness to home	11.78	11.33	24.60	30.65	21.64
Type of courses offered	12.02	15.02	35.28	24.49	13.19
Social life	31.65	28.56	28.63	8.60	2.56
College atmosphere, informality	26.18	30.86	31.44	9.61	1.91
Parents wanted me to do so	24.18	18.50	26.67	19.48	11.18
Best friends decided to attend	45.38	25.02	18.80	8.25	2.55
Not sure of major	36.33	15.87	17.43	17.55	12.82
Opportunity to work	34.16	16.52	23.45	16.79	9.08
Couldn't qualify elsewhere	47.66	15.82	15.23	9.95	11.34
Athletic opportunities	67.48	16.66	9.83	3.48	2.56
Extra-curricular activities	47.01	29.61	17.86	4.27	1.25
Advice of counselor	35.87	22.12	27.46	12.05	2.50
Not prepared senior college	20.22	14.35	24.59	22.70	18.14
Advice of teacher	47.62	23.41	19.85	7.24	1.88
Other	50.19	4.94	4.94	9.89	30.04

NOTE: The above question was answered by 1,567 students

16. How do your parents feel about your continuing in college? (Check for each parent.)

FATHER	NUMBER	PERCENT
Very definitely wants me to go on	764	49.23
Encourages me to go on, but does not insist upon it	426	27.45
Left it completely up to me	210	13.53
Doesn't encourage it, but doesn't forbid it	56	3.60
Strongly disapproves	6	.39
Parent deceased or out of contact	90	5.80
Total	1,552	100.00%

MOTHER		
Very definitely wants me to go on	837	53.41
Encourages me to go on, but does not insist upon it	455	29.03
Left it completely up to me	198	13.00
Doesn't encourage it, but doesn't forbid it	39	.50
Parent deceased or out of contact	31	2.00
Total	1,567	97.94

17. In what type of program are you enrolled at the junior college?

A curriculum designed primarily for students intending to transfer	912	57.14	TRANSFER
A curriculum designed primarily for students preparing for immediate employment	410	25.68	TERMINAL
A general curriculum	274	17.16	GENERAL
Total	1,596	99.98	

18. Do you plan to earn an Associate in Arts Degree?	NUMBER	PERCENT
YES	1,107	71.70
NO	436	28.30

19. Do you have a major or academic field?		
YES	1,417	88.89
NO	177	11.10

20. Did you have this major in mind when you first enrolled at junior college?		
YES	1,240	81.15
NO	288	18.84

21. On the whole, how well do you think your teachers at the junior college know their subject matter?

Excellent	586	36.69
Good	822	51.47
Fair	158	9.89
Sometimes poor	28	1.75
Quite poor	3	.00
Total	1,597	99.80

22. How good a job of teaching does the faculty as a whole do at the junior college?

	NUMBER	PERCENT
Excellent	354	22.06
Good	1,008	62.84
Fair	218	13.59
Sometimes poor	16	.99
Quite poor	8	.00
Total	1,604*	99.48

*A few students gave two answers to this question.

23. How do you rate the academic ability of the students at high school, compared with the students at this college?

Excellent	112	7.02
Good	766	48.05
Fair	656	41.15
Poor	53	3.32
Very poor	7	.00
Total	1,594	99.54

24. How adequate is the range of courses offered at the junior college as preparation for your occupational objective?

Very adequate	530	33.00
Quite adequate	701	43.75
Fair	286	17.85
Quite poor	60	3.74
Very poor	25	1.56
Total	1,602*	99.90

*A few students gave two answers to this question.

25. How do you rate the quality of the counseling you have received at the junior college?

	NUMBER	PERCENT
Excellent	505	31.54
Good	660	41.22
Fair	297	18.55
Poor	58	3.62
Didn't get any counseling	81	5.05
Total	1,601	99.98%

26. How certain are you about the type of work you want to do?

Very certain	577	35.91
Quite certain	534	33.23
Tentative decision	330	20.53
Quite uncertain	85	5.29
Don't really know	81	5.04
Total	1,607	100.00%

27. How long ago did you decide to enter this particular line of work?

Since entering this college	244	15.39
During my senior year in H. S.	518	32.68
Early in high school	552	34.83
In elementary school	160	10.10
Haven't decided yet	111	7.00
Total	1,585	100.00%

28. On the average, how many hours per week are you spending in part-time work this year in college, excluding vacations?

	NUMBER	PERCENT
None	710	45.22
Less than 6	126	8.03
6 - 10	195	12.42
11-20	318	20.25
21-30	139	8.85
More than 30	82	5.23
Total	1,570	100.00%

29. On the average, how many hours per week did you spend in part-time work during your years in high school, excluding vacations?

None	686	43.45
Less than 6	225	14.24
6-10	221	14.00
11-20	243	15.39
21-30	130	8.23
More than 30	74	4.69
Total	1,579	100.00%

30. About how much will the sources below be contributing to meeting the costs of your education this year (including living expenses)?

	All or nearly all	More than half	About half	Less than half	None
Parents	44.85	16.42	13.13	14.78	10.82
Wife or husband	4.90	1.52	1.40	4.21	87.97
Own part-time and summer work	19.24	11.01	17.48	31.60	20.66
Scholarship	3.22	3.01	3.33	6.23	84.21
Loan	1.12	.68	1.35	2.58	94.27
G. I. Bill or other government benefits	.82	1.05	.93	1.64	95.56
Other	3.17	2.11	4,02	6.13	84.57

The above question was answered by 1,516 students.

31. How likely is it that you may have to drop out of college temporarily for financial reasons?

	NUMBER	PERCENT
Highly likely	54	3.36
Somewhat likely	144	8.97
Somewhat unlikely	287	17.87
Very unlikely	946	58.90
Don't know	175	10.90
Total	1,606	100.00%

32. How well oriented do you feel to the college?

Very well oriented	227	14.21
Quite well oriented	844	52.82
Disoriented for only a short time	381	23.84
Disoriented for quite a while	54	3.38
Still do not feel at home here	92	5.75
Total	1,598	100.00%

33. In general, how do you feel about this college now? Would you say that it is a good college for you to be attending?

A very good college for me	761	47.41
A fairly good college for me	759	47.29
A rather poor college for me	85	5.30
Total	1,605	100.00%

34. Is there any person on the staff of this college to whom you feel particularly responsible and who feels particularly responsible for you?

	NUMBER	PERCENT
Yes, there is one	200	12.58
Yes, there are several	116	7.30
No, there aren't any	1,274	80.12
Total	1,590	100.00%

35. How many faculty members on this campus do you know well enough to talk with about matters unrelated to course work?

None	698	43.87
1 or 2	677	42.56
3 to 5	176	11.06
6 to 10	27	1.70
11 to 15	5	.31
More than 15	8	.50
Total	1,591	100.00%

36. How many faculty members at the high school did you feel you knew well enough to talk with about matters unrelated to course work?

None	196	12.22
1 or 2	456	28.43
3 to 5	527	32.86
6 to 10	27	1.70
11 to 15	87	5.42
More than 15	84	5.23
Total	1,604	100.00%

37. How active were you in extra-curricular activities at the high school from which you transferred?

	NUMBER	PERCENT
Very active	188	11.73
Quite active	462	28.82
Irregular	562	35.06
Quite inactive	214	13.35
Not active at all	177	11.04
Total	1,603	100.00%

38. How active in extra-curricular activities are you at this college, compared with the high school?

Much more active here	26	1.62
Somewhat more active here	88	5.48
About the same	446	27.81
Somewhat less active here	392	24.44
Much less active here	652	40.65
Total	1,604	100.00%

39. How interested are you in student government at this college?

Very much interested	45	2.80
Quite interested	124	7.72
Moderately interested	794	49.48
Not much interested	642	40.00
Total	1,605	100.00%

40. How interested were you in student government during your years in high school?

	NUMBER	PERCENT
Very much interested	165	10.36
Quite interested	354	22.24
Moderately interested	685	43.03
Not much interested	388	24.37
Total	1,592	100.00%

41. Listed below are some of the campus-wide activities which college students often attend. Please check all of those which you plan to attend regularly at this college (or as often as they are offered.)

Student body meetings	5	.65
Lecture series	68	8.83
Concert series	118	15.33
Campus theater productions	148	19.22
Dances and social events	46	5.97
Art exhibits	320	41.56
Athletic events	56	7.27
Other	9	1.17
Total	770	100.00%

42. Listed below are some of the services commonly offered by colleges for the benefit of students choosing to take advantage of them. Please rate each service which you have used at least once.

PERCENTAGE	GOOD	FAIR	POOR
Counseling (personal problems)	59.02	35.62	5.36
Faculty advising (courses, major, degree requirements)	46.03	45.56	8.41
Health services	29.49	57.63	12.88
Financial aids services (loans, scholarships, part-time jobs)	35.17	45.35	19.48
Housing services	14.23	52.64	33.13
Writing clinics, reading improvement, study habits courses	28.15	53.33	18.52
Testing services (personality, vocational, etc.)	51.97	42.48	5.55
Orientation services	43.73	45.99	10.28
Recreational services	50.71	41.96	7.34
Leadership training	29.60	52.18	18.22
Other	24.29	45.71	30.00

Total (Columns total 100% horizontally)

43. College students have different ideas about the main purposes of a college education. Some of their ideas are listed below. As you read this list, consider what educational goals are most important to you. Rank the two goals most important to you by writing a "1" next to the most important goal and a "2" next to the second most important.

	Most Important	1.	2. HORIZONTAL
Provide vocational training; develop skills applicable to your career	73.01	88.17	11.83
Develop your ability to get along with different kinds of people	3.06	10.93	89.07
Provide a basic general education and appreciation of ideas	16.05	29.46	70.54
Develop your knowledge and interest in community and world problems	3.39	25.00	75.00
Help develop your moral capacities, ethical standards and values	3.26	24.50	75.50
Prepare you for a happy marriage and family life	1.19	17.48	82.52
	99.96		

44. What three things or activities in your life do you expect to give you the most satisfaction: (Please write "1" in the space preceding the most important; "2" in the space preceding the next most important, and "3" in the space preceding the third most important.)

	1	2	3
Literature, art or music	25.76	33.19	41.05
Career or occupation	47.33	37.52	15.15
Family relationships	47.46	35.55	16.99
Leisure time recreational activities	15.51	31.27	53.22
Religious beliefs or activities	25.63	33.67	40.70
Participation as a citizen in affairs of your community	8.75	24.58	66.67
Participation in activities directed toward national or international betterment	9.94	32.60	57.46

MOST IMPORTANT	PERCENTAGE
Literature, art or music	7.86
Career or occupation	40.17
Family relationships	34.24
Leisure time recreational activities	8.32
Religious beliefs or activities	6.79
Participation as a citizen in affairs of your community	1.39
Participation in activities directed toward national or international betterment	1.19
	99.96%

45. Are you likely to go to a graduate or professional school after graduating from college?

	NUMBER	PERCENT
Very likely	319	19.74
Somewhat likely	484	29.95
Somewhat unlikely	409	25.30
Very unlikely	404	25.00
Total	1,616	99.99%

46. If you plan to go to graduate or professional school, which degree do you plan to get ultimately?

Master's	319	31.24
PhD. or Ed. D.	104	10.18
M. D., D. D. S., D. O., D. V. M.	42	4.11
LL. B.	28	2.74
Don't plan to work for a degree	180	17.62
Teaching credential	218	21.35
Other	130	12.73
Total	1,021	99.97%

47. **Compared with high school from which you transferred, how hard do you find it to earn good grades at this college?**

	NUMBER	PERCENT
Very much harder here	104	6.83
Quite a bit harder here	373	24.52
Somewhat harder here	589	38.70
About the same	371	24.39
Somewhat easier here	68	4.47
Much easier here	16	1.05
Total	1,521	99.96%

48. **Have you ever withdrawn from any college for one or more semesters?**

YES	25	1.59
NO	1,540	98.40
Total	1,565	99.99

If yes: For how long a period?

One semester	9
One school year	2
More than one school year	5

49. How certain are you about returning to college next year?

	NUMBER	PERCENT
Almost certainly will return	1,237	79.19
Probably will return	207	13.25
Am uncertain about returning	89	5.69
Almost certainly will not return	29	1.85
Total	1,562	99.98

50. Are summer sessions included in your educational planning? (Check any of the following that apply)

Do you plan to attend summer session at this college in order to graduate within the normal time period?

YES 382

Do you plan to attend summer session at this college in order to give yourself time for additional electives.

YES 487

51. How likely do you think it is that you will eventually graduate from this college?

Extremely likely	510	33.39
Quite likely	508	33.26
Fairly likely	257	16.83
Somewhat doubtful	252	16.50
Total	1,527	99.98

52. Listed below are some of the problems most often encountered by students in college. Please indicate your experience with each of these problems, using the following scale, by circling the appropriate number.

RATING

1. No problem at all
2. A minor problem
3. Quite serious
4. Very serious

	1	2	3	4
Inadequate study habits for college work (Note taking, reading speed, writing term papers, etc.)	13.64	47.50	28.87	9.99
Trouble using the library at college	54.99	37.41	6.03	1.57
Can't find out what I need to take here to satisfy graduation requirements	59.66	29.92	6.52	2.07
Difficulty in participating in extra-curricular activities	48.56	37.97	10.39	3.07
Unable to see my counselor when I need help	65.00	29.26	4.73	.00
Can't understand all the college rules and regulations	72.93	24.03	2.51	.00
Instructors expect a different amount or quality of work from that expected in high school	30.49	49.44	17.00	3.04
Living arrangements are unsatisfactory	80.39	15.31	2.66	1.62
Opportunities for part-time employment are limited	57.93	26.52	10.72	4.81
Difficulty in finding social life on campus and making friends	68.22	24.77	5.31	1.68
Differences in grading standards between high school and college	39.93	45.00	12.38	2.51
Difficulty in scheduling required courses here	44.29	41.30	11.40	2.99
Repetition of course content taken in high school	57.41	34.90	6.43	.00
Impersonal attitude of faculty	61.08	31.22	5.80	1.89

The above question was answered by 1,550 students

53. **Comment here on your opinion of San Joaquin Delta College. Include comments on course offerings, counseling, student activities and various procedures.**

The MEN TRANSFER students answered this question as follows:

O.K. for a junior college to transfer from.
The course offerings at Delta are as much as could be expected. I have decided to change my major field from business to ?? I would like to go into some kind of outdoor work (construction, forestry, etc.) As yet, I haven't been able to talk to my counselor. Student activities are pretty good. But I can't say much about counseling.

The quality of teachers at SJDC is very good. I have been able to enroll in most of the courses which are necessary for my degree. My counseling has been very good, and as of yet, I have not had the time to participate in student activities.

I like Delta although I don't participate and I'm not here very much. I find homework hard to do. The counseling is very good to me and the class offerings are adequate.

SJDC's an adequate preparatory school. The classes are good and the instructors good.

There is a wide variety of courses here, and they are, to my surprise pretty respected by state colleges. I'm satisfied.

SJDC is a great school compared to high school. They offer everything I need to transfer and the counseling is always there if needed. The student activities are plentiful and your more or less on your own.

I have only been here for a short time, but I feel it has a lot to offer. However, some of the counselors (not mine) but those who came to the high school I attended, are not very helpful. Also a couple of my instructors are terrible.

Delta College is all right, but I don't like going to afternoon classes after 3:00 p. m.

This college is good, as far as its purpose goes, there are no particular problems for a well-adjusted person, although the undecided run into problems quite frequently.

The faculty here is very good. As a junior college I don't think you could find a better one. I just have trouble in getting the courses I needed as a freshman at Cal Poly so that my transfer will be smooth.

So far, I am quite satisfied with this college. I feel it merits all necessary requirements for a good college. I feel that the courses offered are very good. The counseling is fine. I am developing a good opinion of this school.

It is a pretty good school. Good course offerings.

San Joaquin Delta College is a good college over'all. Its best purpose is to provide vocational training. I like the college because it has a lot to offer in the way of good counseling, plenty of student activities, and its problems are not that difficult to learn.

Some courses quite good. School gives high school student a chance to prepare for a four-year college.

The school is fine.

I feel that Delta College can provide a person with a good education if the person half-way tries. I am not dissappointed with it.

Delta offers a satisfactory background in courses for which I will use as my major. The faculty is as excellent as any set of teachers, for which I have been related to in the past.

This is a very nice college to attend if you personally like it.

The teachers know their courses very well and have the ability to get the subject matter across. The courses are good here but, do not fit in with my plan for Christian Education work. San Joaquin Delta provides outstanding vocational courses along other lines. (I prefer dorm life.)

It's all right, I guess.

I think it is a very good college.

Good college, good courses. A real help to both those who know and those who don't know what they want to do.

Delta is a very good college for me to attend because it offers what I want to take up. The students are very friendly and the activities are very good. The procedures are well carried out.

Nice school.

I enjoy attending, there are so many courses I would like to take that I haven't the time for.

Delta College is a good place for me to start from in an effort to reach my goal. I believe its providing me with a good background for college life.

It's a good school.

San Joaquin Delta College is fine for what it is and I can wait to go to a four-year college.

I think Delta College is basically a good college. Course offerings, counseling, student activities are very good. I think course offerings are good on the whole. (Thirty-three students answered in a similar manner.)

I think Delta College is a fine college and I am very glad I came here. It has all the courses I could possibly need.

For the most part I think this is a good school in that the courses I wish to take are available, and the counseling is all right. I only take an active interest in swimming and water polo and tend to be disinterested in other student activities.

Generally I feel SJDC serves the purpose, I seek to fulfill. This is to continue my education in Music toward my teaching credential and degree.

For my purpose it is very good.

SJDC has an excellent selection of courses and teachers. A great amount of spirit and activities is seen in most students at Delta. One problem for freshmen is the large classes and informality of the instructors.

It is a very good college for me because I don't know what I'm going to do and while I'm here I have time to explore.

I enjoy Delta College. It is interesting, and seems to always have something for the students enjoyment. It provides more of a challenge than high school. It provides an all around enjoyable atmosphere.

The school is not bad in any one of these ways. The trouble is I have to get up at 5:00 a. m. every day and come to school on the bus and this makes a long day.

No air conditioning in some classes, hence difficulty in concentrating. Parking lot should be swept clean of glass periodically. Course offerings-adequate.

Basically sound, but I sense an attitude of financial "cut corners" on the part of the administration. (i. e. poor faculty members and sub-adequate facilities.)

Not enough freedom. Treated like adolescent as far as attendance to classes are concerned. A lot of baby rules on attendance. Not enough freedom in classroom to express and retain own opinion on subject--ram-induction education type school.

COMMENTS MEN TRANSFER STUDENTS--Continued

In high school I was of the opinion that SJDC was merely a more advanced high school Well it almost is just that except for the fifty minutes in class when I'm being taught by good, capable, and interesting instructors this place is Mickey Mouse.

A large high school with ash trays.

Delta offers a good variety of courses but in the short time I have been here I feel that some instructors are not very good. The counseling seems to be very good but I haven't had much contact with it outside of Introduction to College.

The student activities are well organized and varied. The campus on the whole is not good. The old buildings and shops make the college look like a factory.

High-priced cafeteria

Too crowded. Prehistoric buildings.

Disappointed with band and music facilities--the school board and administration are a bunch of cheapskates to expect us to play in barn when they want to build a new school.

I think counseling is doing a pretty good job, I also think there should be courses for Game Management and Forestry, as there is only general requirements. I don't like the thing about buying tickets for games, and mostly for dances. What are our student body cards good for?

Some standards should be set on mode of dress.

I have only one comment about Delta. Some of the instructors at this college should slow down a bit. I will grant that they are very smart, but we aren't quite as smart, yet. They expect too much from us the first semester. Not giving any names, but one teacherI have in math won't go by the book because she says her way is better. Then she doesn't explain her way. That's real smart on her behalf. They expect us to learn about something they don't teach.

Too many students attend who don't belong in college, because it is too easy to get it.

It seems like a glorified high school.

As far as I'm concerned this is a good JC.. One thing it lacks is school spirit. The rallies are lousy, even though they try, they still are. I never did like them too much. I dislike the Army-type building and the location of it. But those are the breaks. No one seems to care about student government. I don't feel area representatives help one bit. The parking is scarce and "James Bond" walks around all day writing little tickets people tear up anyway. They gotta do something about that.

The counseling is very poor. Too much emphasis is put on the entrance exams and English test.

I feel that SJDC is for the most part a good school, however, it is greatly lacking in a college atmosphere.

The studying facilities offered here are very poor. The libraries are always full and few other places are made accessible.

I do not like the way in which a person has to register and get his courses.

I think as a whole it is all right except for the buildings which are very poor. (Thirty-five students answered in a similar manner.)

I find that Delta is one of the most uncollegiate institutions I've ever encountered.

Lack of communication between students and teachers.

I feel SJDC is a very adequate school of training for those who, like myself are planning to transfer to a four-year college. The difficulty I face is being able to understand the required courses for my major and general education for transfer.

COMMENTS MEN TRANSFER STUDENTS--Continued

In course offerings for Engineering transfer they don't have a "clear cut" schedule. It all seems to be for the technician. Otherwise all the other facilities are satisfactory expecially the counseling, the counselors seem to know what they are doing.

I think Delta College needs more courses in Recreation

I feel there are not enough specialized courses. There is a good broad curriculum to choose from. The teachers are of fine quality.

There are few courses offered here in order to meet my four-year college requirements.

I do not understand the courses and requirements necessary to graduate from Delta and go on to a four-year college. The counseling seems to me to be less personal than in high school. The counselors are taking for granted that students know what they're doing when they sometimes don't. They will either make or break a student. The student activities are pretty good, but I do not know how they are in other institutions. It is a big step up from high school, though.

Course offerings are quite limited and information concerning courses are lacking.

COMMENTS WOMEN TRANSFER STUDENTS

In my opinion, Delta is an excellent junior college. There is a good variety of course offerings here in most subject areas, and the counseling is very good. I suppose there could be additional student activities, but the existing ones seem to be satisfactory for interested students. As for procedures, I really have no complaints.

I feel Delta is certainly worthwhile educationally, but I do not feel a part, nor do I want to. My teachers are excellent, course offerings are limited and have proven difficult because some colleges won't accept Delta's courses.

I was pleasantly surprised by the wide range of courses offered at SJDC as well as the quality of instructors hired to teach them. The opportunities for student activities seem to be great, and the faculty stresses independence and maturity as the goal for each student.

I think that SJDC is a pretty good college. It has good course offerings as well as counseling and student activities. (Sixty students answered in a similar manner.)

Good variation of courses for all. Counselors seem to be very willing to help out. School needs more spirit--especially for athletic games.

SJDC is an excellent example of college standards, courses and life, and it will enable one to accept the academic and social life of a four-year college before leaving the security of family living. It offers nearly all of the courses necessary for transfer.

I haven't used the counseling services a great deal, but that which I have used have been fair. The campus atmosphere and the faculty are pleasant and friendly, and the classes are really quite interesting. Delta is a great place to meet new friends and live near your home. Delta also offers a wide range of activities and clubs that are of great interest to me.

What little I know of SJDC I would say it is a fairly good JC. When I was in high school I was led to believe that it was "rinky'dink," and just like high school. Actually, it depends on the courses you take and the instructors you have. I am taking classes that are interesting, transferable, and I am quite satisfied with thequality of the teachers. Some of my friends taking other sections of the same classes from other teachers aren't quite as lucky. One teacher seems very incompetent compared to mine. I think if the teacher gives hard tests he makes you learn more.

I think the courses are very good, I don't like the atmosphere of the college that much.

San Joaquin Delta is a fine college for those students wishing to go to four-year colleges. The campus is not much to look at, but the people are friendly, the courses excellent, and the teachers and counselors willing to help.

I feel that SJDC provides an excellent number of courses for any field of interest. The courses are transferable (most of them) and Delta college provides an opportunity for those who are unsure of their vocational goal. The counseling is good and the counselors are in most of the time. As far as student activities, there seem to be many, but it is hard for me to adjust to Delta. In high school I was very active in one thing and another and it is so difficult for me to get adjusted to college life, but I am going to do my best.

I think as a junior college it is entirely satisfactory. It offers all the courses I need for transfer, and the instructors all seem fair and likeable. All colleges vary, however, it's up to the students to get what they ultimately want out of college.

I feel that the College is somewhat of a smooth running and reliable school. I feel I get the help I need by talking with my counselor. The courses offered are quite adequate for the field I plan to go in. All of the teachers seem to be friendly, and the atmosphere is average.

There are always a mixture of activities going on. I find the Career Lectures to be very helpful. In all it is a school that I can be proud in attending.

San Joaquin Delta College has much more to offer than I at first thought. The college offers courses which are taught on a level comparable to that of a state college. The counseling department is excellent.

The college meets my needs, therefore it's adequate for me. Of course, the amount of studying, and the grading standards are different. I have to re-arrange myself in order to meet the schools standards, it's a little difficult.

A necessity that is becoming more important. Offers an opportunity for college for people who for a multitude of reasons might be unable to attend. A fine community effort.

SJDC is very good. It offers everything I want in the way of courses, price and location, but i'd never go here again if I had it to do over.

I feel that SJDC provides an excellent number of courses for any field of interest. The courses are transferable (most of them) and Delta College provides an opportunity for those who are unsure of their vocational goal. The counseling is good and the counselors are in most of the time. As far as student activities, there seem to be many, but it is hard for me to adjust to Delta. In high school I was very active in one thing as another and it is so difficult for me to get adjusted to college life and expectations. But I am going to do my best.

I am very proud and happy to be attending Delta College and pland to make the most of the opportunity. I find the programming of lectures stimulating and just learning again a real incentive.

All the courses that I want to take this year are offered at Delta. My counselor, has always been very helpful in matters I needed help with. Student activities are usually pretty good--(dances become a bit warm). The various clubs are good, I enjoy the ones I have attended. The lecture series seems pretty good this year.

For various proceedings I don't find things much different from high school--except we are on our own.

The College really isn't as bad as the students, on the whole, make it out to be. The faculty, at least, my teachers, seem to be good. The school activities are many, but the school doesn't have much co-operation in carrying them out, with the school's or students' spirit. I really think the atmosphere at Delta is awful and this influences the students a great deal.

It has a mood of independence which I like.

I believe the courses and instructors are of a high standard, but I don't believe the school itself measures up to these. I have gotten the general attitude and atmosphere of not being a part of the school and not wanting to take a part in the activities I think these attitudes should be improved in some way in order for the students to feel more of an association with the school. As it is the atmosphere is very poor.

What can you expect for nothing?

I do n't feel that the courses are as difficult as college courses are expected to be.

The counselors sometimes give me a feeling that they are not sure what I should be taking. When I go to a counselor I want their advice and opinion. Not for them to make me feel stupid.

More time and space needed for counseling

It was a big disappointment from where I was previously. I really had no choice because my parents moved to Stockton.

College facilities and faculty very satisfactory curriculum is fine. I do find it somewhat disconcerting that some of the students take this as being unimportant to their life. But it is no problem--the average student is far below what one would expect to find in a university (maturity)

COMMENTS WOMEN TRANSFER STUDENTS--Continued

I like all of the different course offerings. If I lived closer by I would participate in more student activities. The dress regulations for girls could be more informal There should be more courses in dramatics and speech.

The courses offered are quite adequate for the understanding of the subject matter, but there are too few advanced language courses offered. The counseling is helpful and fairly easy to receive. Advertising of student outside activities is rather vague, but for those interested in certain activity information can be obtained. Members of the faculty overload the students to a point where they can not maintain good grades and participate in social activities also.

Introduction to College class if very helpful.

If you want to go to a junior college for preparation for a four-year college Delta is a good place for this purpose.

I am very pleased with Delta College and I strongly recommend attending a junior college for everyone.

This is only my first semester here and I have had no serious problems yet. However, I would like to be able to take more classes, but there is not sufficient time for these classes. I find that most of the classes are harder, I don't mind working harder because I know that it is helping me. I have been working so much arder on my studies that I really haven't had time or interest to attend any of the social activities. I was quite surprised about the number of dances held here

SJDC offers an adequate number of courses. The counseling is extremely good. The campus has a friendly attitude, and life here goes by quite pleasantly.

Quite good on a whole for a junior college. The teachers and counselors seem quite co--operative.

Should be on a higher college level. This is just like a high school. It is hard to prepare students for a transfer this way.

SJDC could have a tremendous academic level if its teachers weren't limited by the administration. Its course offerings are good, but the limit put on the courses keeps them from being rated excellent in regards to what it taught in the courses.

I personnaly do not like the campus atmosphere at SJDC. There is no beauty in the campus which makes it very hard to take pride in it.

The morning bulletin is usually not read--too many students do not know what is 'going on' on campus.

I like Delta. There are very few things which disturb me. One main one is that I would have taken part in more activities, clubs, etc. had I known more about them. I believe the school should help the clubs a little more in getting out to the students. Maybe by giving the student a list of the clubs which go with his major and minors and asking them if there are others he would like to know about.

In consideration that Delta is a two-year college I think it meets my present requirements quite adequately. I do feel that when first meeting counselors while still in our senior year we might be treated with a little more respect. I understand that there are thousands of students that must be interviewed in a short period of time as these counselors, who come to the high schools in late spring, are our first impressions of what it's going to be like at Delta, they should not give the feeling of looking down on us. Fortunately, I did not get the same counselor I had at this first meeting. Outside of this Delta is fine.

Need more guiding and help to transfer.

COMMENTS WOMEN TRANSFER STUDENTS--Continued

I feel that SJDC's library is inadequate for the number of students enrolled. This problem wouldn't be so great if students weren't required to use only this library.

Classes are too large SJDC is too much like a high school. The counseling program is great as are the academic standards set by Delta.

I'm going to this college only because I thought I could make up a subject requirement and then be admitted to Davis. I now find out that this won't work and so I want to leave Delta as soon as possible.

For the field I am going into, and for the required courses needed to transfer, I feel that this college is very adequate to handle these courses. To enable more students to participate in extra-curricular activities, I feel that the club meetings should be help during school time--at the 11:00 break or something. It is hard for out-of-town students to attend the scheduled night meetings. As far as counseling goes I feel that more time should be spent going over the occupational interests tests to find out if one is suited for the occupation he is planning to enter. Also, I feel that the counselors should help the students look up the required or transferable courses needed for the college one is to transfer to. Another "pet peeve" is that students should be allowed to take as many units as they wish--no restriction on units should be given.

To me Delta College is a stepping stone where I can get my required courses out of the way while earning money for another two years of college. The courses are sufficient in my case.

It seems to be a fine college for those interested in vocational training or those who are uncertain of their major, or simply want to broaden their intellectual scope. However, for one definitely headed toward a profession, it wastes valuable time.

COMMENTS OF MEN TERMINAL STUDENTS

SJDC is a very good junior college for the person who is planning to transfer after one or two years. Junior college better prepares the students for a four-year college. The courses are those which a person can take to transfer.

SJDC seems to have many different courses open in many fields. The counseling is excellent, and there are plenty of opportunities for student activities.

I guess this school is all right.

It is a fairly nice college. I enjoy going here. No as much as I thought I would, but its O. K.

Very good and helpful.

I think Delta College is a fine college, and the courses offered here are as good as any other junior college.

It is a very nice college as far as I'm concerned but it would be better if the school department would help you get a job after you receive your A. A. degree for a sure job without too much worry.

I think Delta has an excellent course in criminology.

SJDC is a good school and satisfies all my needs. I have no complaints and the counseling is excellent.

I think Delta College has good course offerings for business. Their counseling is very good also. Student activities are widely spread which is a good idea.

The school has offered the courses that I wanted to take. Delta also offers a wide variety of student activities. The counseling has been up to par.

I like SJDC as a whole. There are a good variety of courses. The teachers are easy to get along with as well as the students at the school.

Good course offerings, good counseling and there are lots of student activities.

It is a very good college. But I can't seem to find all the business courses I would like to take. The Data Processing Lab is very good and it has a wonderful staff to teach us about the machines.

Satisfied with the college. Courses, and teaching, counseling are quite adequate for my plans.

I feel Delta has the courses that I need and want to take to further my education. They have a very well-adjusted counseling program and the faculty is very good. I wouldn't go elsewhere.

Delta offers a good background for nearly every field. I think it prepares a student for life and further college education.

The courses offered are fine but they keep stressing the same things. All in all this is a very good school with the exception of a few teachers.

The courses are well planned but are a little hard to understand at times. The counseling system is quite adequate. The student activities are well presented and very good.

This college is very adequate for my major, which is Data Processing.

I think it is a very good college. There are many various courses which are offered that can help anyone further their education.

Very good--the courses are interesting. The counseling is so much better than in high school.

Delta College gives everything which is needed for almost everyone to get a good job or to further extend their education. It is an excellent school.

I enjoyed attending this college. The college offers the exact courses I need for my major. There is one area in which I find fault, and that is the absence of school spirit I was used to in high school. Many students seem to take no interest in their school activities and rallies.

The college is very good for general education and majors of certain kinds. The counselors are also willing to help you with problems.

I like the college because the atmosphere is so different from high school. I enjoy my classes here much more also.

Excellent college--I like the police science courses very much and plan to stay with them until graduation.

A very good educational institution, it has all that one needs for a general education, and proper credits for transfer.

So far it is pretty good.

The price is right.

So far O. K.

It is a very good school and I am glad that I am attending.

I feel that the ability of this school to turn out a well-educated person is very under-rated in this community.

Delta College puts out a good program of classes. The student activities are good and there are plenty of them.

The only bad thing is the campus; it looke like a concentration camp.

This is a good college, but it seems like I am being pushed quite a bit. This is what makes me and my friends want to quit.

There's nothing wrong with SJDC that a new campus won't cure.

Delta has the best staff and offers the best line of courses out of all the local JC's I have seen. The counseling and government and student activities are the best I have ever seen.

I think San Joaquin Delta College is a good place to further ready yourself to go to a four-year college.

The school is a very good and I am happy with the way things are going. Courses are a lot harder to get good grades than I expected. Not enough students participate in activities.

I enjoy Delta College and I am very satisfied here. (Fifty-eight students answered in a similar manner.)

I think Delta College is extremely well set up. The course offerings, counseling, student activities and so on are all of the highest standard.

I feel that I am getting all that can be expected from a JC. This school offers all of the classes I want, and there is enough social life around if I want it.

Enjoy Delta College very much. Courses offered are very helpful.

For my major, Delta has everything necessary to enable me to go on to a four-year college.

The atmosphere is impersonal. Nothing wrong with that, thus it shows the student he must rely upon himslef to get the work done that's necessary. The courses are adequate in number and quality. The student activities are unusually numerous.

I like it. Good for a guy not certain what he wants to be. A place to find one's self and then with a definite goal to go on to better things.

COMMENTS OF MEN TERMINAL STUDENTS--Continued

The college is too overloaded in the shops. Such as automechanics, body and fender and auto electrics. Should be expanded.

To be short and to the point. Over populated, non-college atmosphere, too many goof-offs.

I wish they had more training for students who would like to fly or obtain flying licenses in the future. I want to be a co-pilot either for Civil or Armed Forces aviation.

Delta College needs more of a forestry program.

In my opinion some of the teachers in the English department do not even know or state fundamentals of grammar. They are vague and how can a student know for sure what is right and what is wrong. Also, some of the things that are constantly brought up in speech class are too much. I am all for academic freedom, but for students and teachers to ridicule another person's beliefs or ideals is something that has no place in an educational institution where the prime idea is to hear more than one side of an idea and to learn to accept the facts that others have. Laughter at anothers beliefs is a sign of ignorance and it's something I have found hard to tolerate.

To me, SJDC is simply a place where one goes after he or she has completed high school but are unable to go to the college or school desired or for those who are bored at home with nothing to do so they enroll at a place that keeps them in the practice or habit of studying. Otherwise, I think that for all majors with the exception of nurses or doctors it is a complete waste of time to go to this college.

The only thing I don't like is that the students stay with their own group and are not out to meet new friends.

The courses offered are excellent and the counseling is there if we take advantage of it. One gets out of Delta only as much as he puts in it.

Delta offers no challenge.

It is a good junior college, but there just too many students. You can't have the courses you want when you need them.

Although the student activities are not as open to all as I would like to see. The same people are in charge of these activities all the time.

I like Delta quite a lot. I am much happier here than I ever was in high school. But Delta doesn't have the courses to give me the training I need to become a legal secretary.

I feel they could offer a dental assistant course, otherwise, I enjoyed Delta very much.

COMMENTS OF WOMEN TERMINAL STUDENTS--Continued

San Joaquin Delta College appears to be completely unorganized; not only in the physical layout of the campus, but in the courses offered. On the whole I can say that Delta is worthwhile to the student who is definitely not interested in the glamour of college life.

I like SJDC. It is a good school. The only bad thing is that one has to wait in line for so many things that is no major problem though.

In my estimation, Delta offers the courses needed in many fields. As far as I can see, it is quite adequate.

In my opinion Delta College is a very well-rounded college. The course offerings are very good. The wide variety of students activities makes it enjoyable to go here.

San Joaquin Delta is a good school and it has all the courses I need for my major. It is a well run school and students have quite a bit of freedom.

San Joaquin Delta College offers very good courses and the counselors are always ready to help. There are very many student activities you may attend if you wish. I find the students very friendly.

This is a good Junior College. I wish many could come here for a start. I feel that this college would help them out a great deal. The accreditation is good and a pretty good curriculum.

I think Delta College offers the best opportunities in the different courses that it has. Counseling is good. There are a lot of student activities that a person can belong to or attend.

As a whole I feel that this is a good school. I feel I will accomplish much out of my courses. The counseling is very good. I haven't heard much of the student activities but that is probably my own fault.

COMMENTS OF WOMEN TERMINAL STUDENTS

I feel Delta has the courses that I need and want to take to further my education. They have a very well-adjusted counseling program and faculty is very good. I wouldn't go elsewhere.

Delta offers a good background for nearly every field. I think it prepares a student for life and further college education.

The courses offered are fine, but they keep stressing the same things. All in all this is a very good school with the exception of a few teachers.

The courses are well planned but are a little hard to understand at times. The counseling system is quite adequate. The student activities are well presented and very good.

This college is very adequate for my major, which is data processing.

I think it is a very good college. There are many various courses which are offered that can help anyone further their education.

Very good - the courses are interesting. The counseling is so much better than in high school.

Delta College gives everything which is needed for almost everyone to get a good job or to further extend their education. It is an excellent school.

I enjoyed attending this college. The college offers the exact courses I need for my major. There is one area in which I find fault and that is the absence of school spirit I was used to in college. Many students seem to take no interest in their school activities and rallies.

Dances are no good, need to be much better. Need to leave record player in cafeteria where it was at first.

I have but one complaint, and that is - the office workers (not all, but a few) in the Registar's Office are quite aggrivating. Their dispositions could be vastly improved.

They should check-up teaching methods of some of the teachers.

COMMENTS OF WOMEN TERMINAL STUDENTS--Continued

I feel SJDC is a good junior college for myself and many others because it has many courses to offer. I haven't been counseled yet, so I really don't know how it is. I am happy attending this junior college.

Feel that curriculum is excellent for trade or skilled occupations. Gives good background for four-year college. Counseling is better than high school--student activities are limited as compared with high school.

I like the college because the atmosphere is so different from high school. I enjoy my classes here much more also.

HOURS WORKED AND GRADE POINT AVERAGE

HOURS WORKED		.00 - .49	.50 - .99	1.00 - 1.49	1.50 - 1.99	Percent Below "C"	2.00 - 2.49	2.50 - 2.99	3.00 - 3.49	3.50 - 4.00	Percent Above "C"	TOTAL
No Answer	*S	3	4	7	8	22	8	5	3	2	18	40
	**P	7	10	18	20	55%	20	12	8	5	45%	
None	S	18	21	51	122	212	185	150	72	20	428	640
	P	3	3	8	19	33%	29	23	11	3	67%	
Less than Six	S	4	5	17	15	41	31	24	16	4	76	117
	P	3	4	15	13	35%	26	21	14	3	65%	
6 - 10	S	10	5	17	39	71	52	33	16	7	108	179
	P	6	3	9	22	40%	29	18	9	4	60%	
11 - 21	S	18	12	42	54	126	92	50	28	0	170	296
	P	6	4	14	18	42%	31	17	10	0	58%	
21 - 30	S	13	7	9	27	56	39	21	8	2	70	126
	P	10	6	7	22	45%	31	17	6	1	55%	
More than 30	S	9	4	12	23	48	9	11	3	0	23	71
	P	13	6	17	32	68%	13	15	4	0	32%	

*Students
**Percent